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ABSTRACT

This competency test package was developed, based on the results of a needs assessment of postsecondary office occupations instructors in Texas, to test decision-making competencies taught in audiovisual instructional modules. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in the area of making decisions and setting priorities. The competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. A section on administering the tests to handicapped students is also included. (KC)

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MAKING DECISIONS AND SETTING PRIORITIES

Competency Test Package

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MAKING DECISIONS AND SETTING PRIORITIES

Competency Test Package

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Published by
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Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests have been developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure students' attainment of those specific objectives. Competency tests allow teachers to make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

ADMINISTERING COMPETENCY TESTS TO SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that may make a job inaccessible or difficult to perform. Often these difficulties can be overcome or eliminated through modifications in the training program. Performance standards should not be reduced, but rather the student's potential ability should be realistically identified and carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accommodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P.L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P.L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two resources are published by the Occupational Curriculum Laboratory: The Vocational Assessment of Students with Special Needs and Special Needs Adaptations for Office Education Teachers. The latter book describes, in depth, students who are hearing impaired, mentally retarded, physically impaired,and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunites to adapt evaluation measures to special needs students.

MAKING DECISIONS AND SETTING PRIORITIES

INSTRUCTOR'S GUIDE
GENERAL INSTRUCTIONS

This competency test package is coordinated with the slide/tape module,

MAKING DECISIONS AND SETTING PRIORITIES

The package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

   Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary, and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

   The slide/tape package, with its accompanying competency test, may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

   The slide/tape package may be used as a supplement to a regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students' progress toward meeting those objectives.

4. Remedial Instruction:

   Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. Skills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives
2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective
3. Sample, 50-point objective test compiled from this pool of questions that may be easily reproduced and used in a group or individual setting
4. Performance test activities that challenge the student to put the learned skill into practical application
5. Answer keys and a checklist for evaluating the test competencies
6. Color-coded materials for convenience in locating components:

BROWN - performance objectives	PERFORMANCE OBJECTIVES
GREEN - pool of objective questions	OBJECTIVE QUESTIONS
YELLOW - sample objective test	OBJECTIVE TEST
BLUE - performance test situations	PERFORMANCE TEST
PINK - answer keys	ANSWER KEY

INSTRUCTOR'S GUIDE
SPECIFIC INSTRUCTION

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher-prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test or develop an original test from the pool of questions for each performance objective. The competency test should also include all or part of the performance test activities.

After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students.

Prerequisite Skills

This material is designed to test proficiency of students who have completed training in language arts at the secondary and/or postsecondary level.

Needed Equipment and Supplies

No special equipment or supplies will be needed for this test package.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.

2. Prepare the room with adequate seating, sufficiently spaced to maintain control.

3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.

4. Allow sufficient time to administer the test. The objective and performance tests need to be scheduled during different class periods.

5. Give general instructions and distribute the test and necessary supplies. Ask if there are any questions.

6. Monitor students during the administration of the test to provide control for valid results.

MAKING DECISIONS AND SETTING PRIORITIES

PERFORMANCE OBJECTIVES

1. The student will be able to differentiate between decision making and priority setting.

2. The student will be able to identify decision-making opportunities in provided situation descriptions.

3. The student will be able to apply the seven-step decision-making process to situations requiring problem solving.

4. The student will be able to classify tasks according to the three categories or urgency with which they should be completed.

5. The student will be able to apply the seven-step priority-setting process to lists of tasks to be undertaken.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of the competency if it is satisfactorily completed.

1. 50-point objective test (approximate time: 45 minutes) Completed with at least 70 percent accuracy. _____

2. Performance test I (approximate time: 1 hour)

   A. Prioritize job tasks under headings Rush, As Soon As Possible, or Routine. _____

   B. Prioritize Rush job duties in the order they need to be completed. _____

3. Performance test II (approximate time: 1 hour)

   A. Complete form titled DECISION MAKING using information from Case Study: Lee Saylor _____

OBJECTIVE TEST FOR:
MAKING DECISIONS AND SETTING PRIORITIES

NAME _____

DATE _____

Circle T for TRUE and F for FALSE for the following statements.

T F 1. The employees who can handle the day-to-day flow of work with little or no supervision have acquired two important assets: the ability to make decisions, and the ability to set priorities.

T F 2. In order to generate alternatives when trying to make a decision, you must learn all you can about the problem.

T F 3. Communication, evaluation, and planning are the three stages of the priority-setting process.

T F 4. The action stage of the priority-setting process is similar to decision-making.

T F 5. Decision-making occurs when a person chooses between two or more alternatives.

T F 6. The second step of the decision-making process is to generate alternatives.

T F 7. A good way to evaluate alternatives when making a decision is to prepare a list of the "pros" and "cons" of each alternative.

T F 8. Initially, in the priority-setting process, communication takes place.

T F 9. Priority-setting relies on your ability to sequence events logically.

T F 10. Decision-making always involves a risk that the choice made will be the wrong one.

Define the following terms.

11. Decision-making _____

_____

_____

12. Structured decisions _____

_____

_____

13. Unstructured decisions _____

_____

_____

14. Priority-setting _____

_____

_____

Below are phrases that indicate that a decision needs to be made or that priorities need to be set. Write the word DECISION or PRIORITY in the blank before the appropriate phrase.

_____ 15. what to wear to work

_____ 16. which job offer to accept

_____ 17. which job tasks are rush or routine jobs

_____ 18. whom to promote to supervisor

_____ 19. what order to do job duties such as typing, scheduling, and transcribing

_____ 20. which TV show to watch

_____ 21. what to eat for lunch

_____ 22. what order to do various homework assignments that are due in two days

_____ 23. which type of computer to order for the office

Match the specific items in Column 1 with the steps of the decision-making process in Column 2. Write the letter of the step in Column 2 in the blank before the item in Column 1.

	Column 1	Column 2
_____ 24.	choose the most suitable plan	a. identify the problem
_____ 25.	realize that you can do something to resolve the problem	b. recognize choices exist
_____ 26.	look at the results of the decision	c. generate alternatives
_____ 27.	identify ways in which the problem might be resolved	d. evaluate alternatives
_____ 28.	put the plan into action	e. select best alternatives
_____ 29.	recognize the situation	f. implement plans
_____ 30.	look at the possible consequences of each alternative	g. evaluate results

Circle the answer that best fits the statement.

31. A company has guidelines for handling telephone orders. Each time an order is placed, you need only to follow the guidelines already established. This is a(n)
    A. structured decision
    B. unstructured decision
    C. alternative decision

32. You can reduce the risk factor in making a decision by
    A. postponing making the decision
    B. setting priorities
    C. following a proven decision-making process

33. Promotions to higher-level, better paying jobs are often given to those employees who show that they can
    A. make good decisions
    B. set priorities
    C. both of these

34. To look at everything that must be done in a given time and to organize the work in such a way that everything will be completed on time requires one to use the skills involved in
    A. making a decision
    B. setting priorities
    C. working alone

35. If you number the tasks on your list of things to do in the order you want to do them, you are
    A. scheduling the sequence of tasks
    B. asking questions
    C. evaluating the action taken after weighing consequences

List the seven steps in the action stage of the priority-setting process.

36. _____

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

Mark each of the tasks below in the appropriate blank with R (rush), ASAP (as soon as possible), or N (routine). These terms are defined as follows:

R - work that needs to be completed within the day

ASAP - work that needs to be completed within three days

N - routine work that needs to be completed on a regular basis and can be postponed, if necessary, to complete rush work

_____ 43. Distribute mail by 10 a.m.

_____ 44. Answer routine correspondence.

_____ 45. Confirm luncheon arrangements for today's staff meeting.

_____ 46. Prepare invoices to be mailed day after tomorrow.

_____ 47. File correspondence.

_____ 48. Mail notices for monthly board meeting.

_____ 49. Make travel arrangements tomorrow for your employer's trip to New York in three weeks.

_____ 50. Type weekly time sheet showing the schedule of everyone in the office.

Performance Objective 1 The student will be able to differentiate between decision making and priority setting.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. The employee who can handle the day-to-day flow of work with little or no supervision has acquired two important assets: the ability to make decisions and the ability to set priorities.

T F 2. Priority setting occurs when a person chooses between two or more alternatives.

T F 3. Decision-making occurs when a person determines the order in which a sequence of events will take place.

T F 4. The decision-making ability you use in your personal life does not carry over into your professional life.

T F 5. Unstructured decisions often omit some of the steps in the decision-making process because of the decision maker's past experience.

T F 6. Decision making always involves a risk that the choice made will be the wrong one.

T F 7. Priority setting, like decision-making, is a skill one uses in one's daily life.

T F 8. In business, the ability to prioritize is rarely a skill value by employers.

T F 9. Priority setting does not rely on your ability to sequence events logically.

T F 10. The action stage of the priority-setting process is similar to decision making.

T F 11. Priority setting does not require that a person make choices as does decision making.

T F 12. Both decision making and priority setting involve following a series of seven steps.

T F 13. The series of seven steps for decision making and priority setting are the same.

Circle the answer that best fits the statement.

14. A company has guidelines for handling telephone orders. Each time an order is placed, you need only to follow the guidelines already established. This is a(n)

    A. structured decision
    B. unstructured decision
    C. alternative decision

15. You can reduce the risk factor in making a decision by

    A. postponing making decisions
    B. setting priorities
    C. following a proven decision-making process

16. Promotions to higher-level, better paying jobs are often given to those employees who show that they can

    A. make good decisions
    B. set priorities
    C. both of the above

17. To look at everything that must be done in a given time and to organize the work in such a way that everything will be completed on time requires one to use the skills involved in

    A. making a decision
    B. setting priorities
    C. working alone

Below are phrases that indicate that a decision needs to be made or that priorities need to be set. Write the word DECISION or PRIORITY in the blank before the appropriate phrase.

_____ 18. what to wear to work

_____ 19. which job offer to accept

_____ 20. which job tasks are rush or routine jobs

_____ 21. whom to promote to supervisor

_____ 22. what order to do job duties such as typing, scheduling, transcribing

_____ 23. which TV show to watch

_____ 24. what to eat for lunch

_____ 25. what order to do various homework assignments that are due in two days

_____ 26. which type of computer to order for the office

Define the following terms.

27. Decision making _____

_____

_____

28. Structured decisions _____

_____

_____

29. Unstructured decisions _____

_____

_____

30. Priority setting _____

_____

_____

Performance Objective 2 The student will be able to identify decision-making opportunities in provided situation descriptions.

Performance Objective 2 calls for action from the student. Therefore, no objective questions are provided, but this objective will be tested through a performance test activity.

Performance Objective 3 The student will be able to apply the seven step decision-making process to situations requiring problem solving.

Circle T for TRUE and F for FALSE in the following statements.

T F 1. The second step of the decision-making process is to generate alternatives.

T F 2. To generate alternatives when trying to make a decision means to identify several ways in which the problem might be resolved.

T F 3. In order to generate alternatives when trying to make a decision, you must learn all you can about the problem.

T F 4. The fourth step of the decision-making process is to evaluate the alternatives.

T F 5. Possible consequences of a decision have little to do with evaluating the alternatives.

T F 6. When making a decision, you must review the possible alternatives and evaluate each one according to its merits.

T F 7. A good way to evaluate alternatives when making a decision is to prepare a list of the "pros" and "cons" of each alternative.

T F 8. To prepare a "pros" and "cons" list when trying to make a decision is a waste of time.

T F 9. Evaluating results is the fifth step in the decision-making process.

T F 10. In making a decision, once you have selected an alternative, you have actually set a goal and have only to put your plan into action.

T F 11. The final step of the decision-making process is really unnecessary.

T F 12. An effective decision is one that is successful and is accepted by others.

Fill in the blanks with the appropriate word or phrase.

13. The first step in the decision-making process is to _____.

14. The final step in the decision-making process, to evaluate results, is really a _____ experience.

15. In step seven of the decision-making process, you _____ the decision you made and the results of that decision.

16. If your list of "cons" is much _____ than the list of "pros," the alternative would likely be a suitable choice.

17. In the decision-making process, after you select the best alternative the next step is to _____.

Match the specific items in Column 1 with the steps of the decision-making process in Column 2. Write the letter of the step in Column 2 in the blank before the item in Column 1.

Column 1		Column 2
_____	18. choose the most suitable plan	a. identify the problem
_____	19. realize that you can do something to resolve the problem	b. recognize choices exist
_____	20. look at the results of the decision	c. generate alternatives
_____	21. identify ways in which the problem might be resolved	d. evaluate alternatives
_____	22. put the plan into action	e. select best alternatives
_____	23. recognize the situation	f. implement plans
_____	24. look at the possible consequences of each alternative	g. evaluate results

List in order the seven steps of the decision-making process.

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

31. _____

List the six techniques that are useful in group decision making.

32. _____

_____

33. _____

_____

34. _____

_____

35. _____

_____

36. _____

_____

37. _____

_____

Performance Objective 4 The student will be able to classify tasks according to the three categories of urgency with which they should be completed.

Mark each of the job tasks below in the appropriate blank with R (rush), ASAP (as soon as possible), or N (routine). These terms are defined as follows:

R - work that needs to be completed within the day

ASAP - work that needs to be completed within three days

N - routine work that needs to be completed on a regular basis and can be postponed, if necessary to complete rush work.

_____ 1. Distribute mail by 10 a.m.

_____ 2. Answer routine correspondence

_____ 3. Confirm luncheon arrangements for today's staff meeting

_____ 4. Develop form letter to be used to request information from various organizations and submit it to your boss for review within two days.

_____ 5. File correspondence

_____ 6. Mail notices for monthly board meeting

_____ 7. Prepare invoices to be mailed day after tomorrow

_____ 8. Confirm time of afternoon meeting for your employer

_____ 9. Type urgent report that your employer wants to distribute at the meeting this afternoon

_____ 10. Check inventory and reorder the needed supplies

_____ 11. Prepare monthly report

_____ 12. Send out notices for annual sales meeting within two days

_____ 13. Keep records of employees' vacation and sick leave

_____ 14. Make travel arrangements tomorrow for your employer's trip to New York in three weeks

_____ 15. Type up weekly time sheet showing the schedule of everyone in the office

Performance Objective 5 The student will be able to apply the seven-step priority-setting process to lists of tasks to be undertaken.

Circle T for TRUE and F for FALSE in the following statements.

T F 1. Each of us sets priorities in our daily lives.

T F 2. Priority-setting relies on your ability to sequence events logically.

T F 3. There are four stages to priority setting.

T F. 4. Communication, evaluation, and planning are the three stages of the priority-setting process.

T F 5. Initially in the priority-setting process, communication takes place.

T F 6. The second stage of the priority-setting process is to determine the consequences.

T F 7. Some examples of communication are listening to customers and supervisors; reading letters, journals, and interoffice memos; and observing body language such as smiles and frowns.

T F 8. Planning is the second stage in the decision-making process.

T F 9. A person who makes lists usually has little problem with setting priorities.

T F 10. The action stage of the priority-setting process is a series of six steps.

Circle the answer that best fits the statement.

11. The first step in the action stage of the priority-setting process is

A. determine consequences
B. recognize alternatives
C. identify the problem

12. When you make a list of all the tasks that must be done, you are identifying

A. the consequences
B. the priority-setting process
C. alternatives

13. In the priority-setting process, to determine the consequences is the

    A. third step of the action stage
    B. second step of the action stage
    C. fifth step of the action stage

14. If you number the tasks on your list of things to do in the order you want to do them, you are

    A. scheduling the sequence of the tasks
    B. asking questions
    C. evaluating the action taken after weighing consequences

15. The next step in the action stage of the priority-setting process is

    A. implement the schedule
    B. recognize alternatives
    C. ask questions

16. Asking yourself questions such as "Did I meet all of the deadlines that were set?" and "Is there anything I could have done differently that would have made my job easier?" is part of the priority-setting step called

    A. evaluate the action taken
    B. ask questions
    C. determining consequences

List the three stages of the priority-setting process.

17. _____

18. _____

19. _____

List the seven steps in the action stage of the priority-setting process.

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

MAKING DECISIONS AND SETTING PRIORITIES

PERFORMANCE TEST I

Read the enclosed paragraph and the list of job tasks for Pat Santos. Then set priorities on the job tasks by determining the time frame needed to complete the tasks. The time frames are :

Rush - work that needs to be completed within the day

As Soon As Possible - work that needs to be completed within three days

Routine - work that needs to be completed on a regular basis and can be postponed, if necessary, to complete rush work

1. List each job task under the appropriate heading Rush, As Soon As Possible, or Routine on the form titled PRIORITIES.

2. List the job tasks under the heading Rush in the order they need to be completed on the form titled RUSH PRIORITIES.

CASE STUDY: PAT SANTOS

Pat is employed as a personnel clerk in the personnel department of a large manufacturing company. He has a wide variety of duties such as typing, filing, keeping employees' records, and assisting in the new employee orientation program. Pat is particularly rushed today and must set priorities on the tasks that need to be completed soon. The following is a list of these job tasks:

File correspondence within the next two days.
File employees' records daily.
Process requests made by letter for prospective employee appointments within the next two weeks.
Process telephone requests and requests made by people who walk into the office immediately by screening, referring elsewhere, or scheduling an appointment with the appropriate person.
Type agenda for new employee orientation program in one week.
Confirm room reservations by noon today for the orientation program.
Notify new employees to attend orientation program by tomorrow afternoon.
Give prepared talk on the company's insurance and medical benefits at the new employee orientation program scheduled in one week.
Type report due in two weeks.
Type and mail correspondence by 4 p.m.
Distribute mail by 10 a.m.
Conduct in-service training for employees at 3 p.m. today on new insurance and medical benefits.
Set up files on new employees attending the orientation program within two days so Pat's boss can review them before the orientation program.
File bi-annual supervisory reports on employees' abilities for the manufacturing department when he has extra time.

1. PRIORITIES

A. RUSH:

B. AS SOON AS POSSIBLE:

C. ROUTINE:

2. RUSH PRIORITIES

PERFORMANCE TEST

PERFORMANCE TEST II

Read the enclosed case study of Lee Saylor. Ms. Saylor is having difficulty making an important decision in her life. After reading the case study, complete the form titled DECISION MAKING and fill in the blanks listing the seven steps in the desision-making process. State examples of each step based on information from the case study of Lee Saylor. Step 1 has been completed for you as an example.

CASE STUDY: LEE SAYLOR

Ms. Lee Saylor is currently employed in a responsible position in the personnel department of a small firm in Texas that manufactures computer and electronic equipment. She has been dissatisfied with her present job for several years. Her supervisor is difficult to work for and is unresponsive to new and progressive ideas. In addition, Lee does not feel there is enough opportunity for advancement with this company. She has begun to look around for other employment opportunities.

Lee has recently been offered a very good job by a large, national electronic firm as Director of Personnel in one of their plants in Minnesota. It is an excellent opportunity, but there are several things that bother Lee about accepting this position. The way Lee sees it, she has two choices: to accept the job offer or to decline the job offer. She wants to make the best possible decision.

The first alternative, of course, is to accept the job and move to Minnesota. The job of Director of Personnel would be a promotion for Lee which would mean a substantial raise and more prestige among her professional associates. These things are important to her. On the other hand, the cold weather in Minnesota is a big minus for Lee as she considers this job offer. She is unaccustomed and apprehensive about driving on snow and ice. Plus, there is the certainty that she would have larger mortgage payments if she bought a house in Minnesota (which she would want to do).

Lee would hate to leave her good friends in Texas, but she is very excited about the challenge of the new job. Having a job with a challenge is a key factor of job satisfaction for Lee. Another consideration is that she would no longer be working for her present supervisor, and, more importantly, she would be able to institute new and progressive programs.

Lee is also considering the possibility of turning down the job offer and staying in her present position. This possibility has several positive aspects such as staying near her friends, the warm Texas climate, and more job security. But she enjoys a challenge and would like to develop and institute new programs and procedures on which her present boss frowns. Her house payments would be smaller if she stayed, but there would be no promotion, no increase in salary, and no additional prestige among her professional associates.

Lee could also turn down this job offer and stay in her current position while she continues to search for another job in a warm climate. This would mean that she would have to stay in her current position indefinitely, and Lee would really like to leave as soon as possible. If she stayed, she would be with her friends longer and have job security while she continues to job hunt, but there would be no promotion, no increase in salary, and no additional prestige at this time. Another concern that Lee has is that, although she would continue to look for a good position, she might not find another job offer as good as this one.

Lee has several things to consider in making this decision. She is in a quandary. She wants to accept the job but is realistic enough to know that there are some negative aspects in accepting this position. Can you help Lee make this important decision?

DECISION MAKING

STEPS IN THE DECISION-MAKING PROCESS

Step 1: Identify the problem

Example: should Lee accept the job offer or turn it down

Step 2: _____

Example:

Example:

Step 3: _____

Example:

Example:

Example:

Step 4: _____

Alternative 1: _____

PROS	CONS

Alternative 2: _____

PROS	CONS

Alternative 3: _____

PROS CONS

Step 5: _____

Best choice:

Step 6: _____

Step 7: _____

ANSWER KEYS

50-point Sample Test

Answer key for Objective test: Making Decisions and Setting Priorities

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. F
9. T
10. T

11. choosing between two or more alternatives
12. decisions made according to a definite pattern or set of rules
13. decisions that are not made according to a predetermined pattern or guideline
14. determining the order in which events will occur

15. decision
16. decision
17. priority
18. decision
19. priority
20. decision
21. decision
22. priority
23. decision
24. e
25. b
26. g
27. c
28. f
29. a
30. d
31. A
32. C
33. C
34. B
35. A

36. Recognize alternatives
37. Determine consequences
38. Weigh consequences
39. Ask questions
40. Schedule the sequence
41. Implement the schedule
42. Evaluate the action taken
43. R
44. N
45. R
46. ASAP
47. N
48. N
49. ASAP
50. R

Performance Objective 1

1. T
2. F
3. F
4. F
5. T
6. T
7. T
8. F
9. F
10. T
11. F
12. T
13. F
14. A
15. C
16. C
17. B
18. Decision
19. Decision
20. Priority
21. Decision
22. Priority
23. Decision
24. Decision
25. Priority
26. Decision
27. choosing between two or more alternatives
28. decisions made according to a definite pattern or set of rules
29. decisions that are not made according to a predetermined pattern or guideline
30. determining the order in which events will orccur

Performance Objective 2

No Objective Questions

Performance Objective 3

1. F
2. T
3. T
4. T
5. F
6. T
7. T
8. F
9. F
10. T
11. F
12. T
13. identify the problem
14. learning
15. evaluate
16. shorter
17. implement plan
18. e
19. b
20. g
21. c
22. f
23. a
24. d
25. identify the problem
26. recognize choices exist
27. generate alternatives
28. evaluate alternatives
29. select best alternatives
30. implement plans
31. evaluate plans

32. Avoid being defensive
33. Provide complete information about any suggestion you make
34. Get everyone in the group involved in the discussion
35. Be patient during the long, quiet pauses that develop
36. Never try to force your opinion on another member of the group or to allow the rest of the group to influence your vote
37. Before any decision is reached, summarize the discussion that has taken place and restate each of the alternatives presented.

Performance Objective 4

1. R
2. N
3. R
4. ASAP
5. N
6. N
7. ASAP
8. R
9. R
10. N
11. N
12. R
13. N
14. ASAP
15. N

Performance Objective 5

1. T
2. T
3. F
4. F
5. T
6. F
7. T
8. F
9. T
10. F
11. B
12. C
13. B
14. A
15. C
16. A
17. communication
18. planning
19. action
20. Recognize alternatives
21. Determine consequences
22. Weigh consequences
23. Ask questions
24. Schedule the sequence
25. Implement the schedule
26. Evaluate the action taken

PERFORMANCE TEST I

ANSWER KEY

1. PRIORITIES

   A.) RUSH (The answers may be in any order.)

   1. File employees' records daily.
   2. Process telephone requests and requests made by people who walk into the office immediately by screening, referring elsewhere, or scheduling an appointment with the appropriate person.
   3. Confirm room reservations by noon today for the orientation program.
   4. Type and mail correspondence by 4 p.m.
   5. Distribute mail by 10 a.m.
   6. Conduct in-service meeting for employees at 3 p.m. today on new insurance and medical benefits.

   B.) AS SOON AS POSSIBLE (The answers may be in any order.)

   1. File correspondence within the next two days.
   2. Notify new employees to attend orientation program by tomorrow afternoon.
   3. Set up files within two days on new employees attending the orientation program so Pat's boss can review them before the training.

   C.) ROUTINE (The answers may be in any order.)

   1. Process requests made by letter for prospective employee appointments within the next two weeks.
   2. Type agenda for new employee orientation program in one week.
   3. Give prepared talk on the company's insurance and medical benefits at the new employee orientation program scheduled in one week.
   4. Type report due in two weeks.
   5. File bi-annual supervisory report on employees' abilities for the manufacturing department when he has extra time.

2. RUSH PRIORITIES (The answers must be in the following order.)

   1. Process telephone requests and requests made by people who walk into the office immediately by screening, referring elsewhere, or scheduling an appointment with the appropriate person.
   2. Distribute mail by 10 a.m.
   3. Confirm room reservations by noon today for the orientation program.
   4. Conduct in-service meeting for employers at 3 p.m. today on new insurance and medical benefits.
   5. Type and mail correspondence by 4 p.m.
   6. File employee's records daily.

PERFORMANCE TEST II

ANSWER KEY

Student answers may vary but should include the main points listed below.

DECISION MAKING: PART 1

Step 2: Recognize that choices exist

Example: to accept the job offer
Example: to decline the job offer

Step 3: Generate alternatives

Example: to accept the job and move
Example: to turn down the job offer of Director of Personnel and stay in her present position
Example: to turn down this job offer and continue to look for another job in a warm climate

Step 4: Evaluate alternatives

Alternative 1: To accept the job and move

PROS	CONS
1. promotion	1. cold weather
2. increase in salary	2. afraid to drive on snow and ice
3. more prestige	3. larger mortgage payments
4. challenge of job	4. leave good friends
5. no longer be working for her present boss	
6. able to institute new and progressive programs	

Alternative 2: To turn down the job offer of Director of Personnel and stay in her present position

PROS	CONS
1. staying with good friends	1. no challenge in present job
2. warm climate	2. wants to try new and progressive ideas
3. more job security	3. no promotion
4. house payments smaller	4. no increase in salary
	5. no additional prestige

Alternative 3: To turn down this job offer and continue to look for another job in a warm climate

PROS	CONS
1. warm climate	1. stay in current job indefinitely
2. stay with good friends	2. might not find another job offer as good as this one
3. job security	3. no promotion right now
	4. no increase in salary right now
	5. no additional prestige

Step 5: Select best alternative

Example: alternative to accept job offer and move is best choice

Step 6: Implement plans

Step 7: Evaluate plans